

Textbook Alignment to the Utah Core – Health 7-8

This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list
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Name of Company and Individual Conducting Alignment: Eisemann Communication/Molly Rhoadhouse

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☒ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): **Health 7-8 Core Curriculum**

Title: Decisions for Health: Level Blue © 2007 ISBN#: 0000030677912

Publisher: Holt, Rinehart and Winston

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: 99%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: %

STANDARD I: Students develop skills and processes that contribute to the development of a healthy self.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard I: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 1.1: Use strategies for managing stressful situations .				
a.	Distinguish between stress and distress.	SE 52-53, 70		
b.	Identify situations or circumstances that cause stress.	SE 54-55, 70-71		
c.	Describe the stress response and how it influences reactions or performance.	SE 56-59, 70		
d.	Develop strategies for managing or reducing stress.	SE 60-61, 62-65, 66-69, 71		
Objective 1.2: Apply decision-making skills to address an issue.				
a.	Identify factors that influence decision making: e.g., values, emotions, esteem, habits, peers, media, parents, faith.	SE 25, 28-31		
b.	Analyze decision-making process(es).	SE 36-37, 31, 32-33		
c.	Develop an individual decision-making process.	SE 32, 48-49, 68, 97, 179, 277, 299, 354, 381, 392-393, 405, 457, 537		

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Objective 1.3: Analyze factors that impact mental/emotional health .				
a.	Describe factors that contribute to mental/emotional health; e.g., self-efficacy, resiliency, developmental assets, values, dreams, goals, positive risk-taking, sense of purpose.	SE 76-77, 78-81, 82-85		
b.	Describe factors that interfere with mental/emotional health; e.g., phobias, depression, chemical imbalance, unhealthy use of defense mechanisms, intolerance.	SE 90-93, 94-95		
c.	Predict how mental/emotional health may be influenced by values, dreams, and goals.	SE 35-36, 86-89		
d.	Identify school and community resources to assist with the prevention, intervention, and treatment of mental/emotional health.	SE 87, 96-99		
Objective 1.4: Analyze the correlation between acceptance of responsibility and personal growth and maturity .				
a.	Identify characteristics of an emotionally and socially mature person.	SE 250, 265		
b.	Describe how developmental assets contribute to personal growth, success, and wellness.	SE 250, 265		
c.	Recognize the difference between immediate and delayed gratification.	SE* 35		
d.	Predict the outcomes of being responsible for one's actions.	SE 13, 24, 250, 265		

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Objective 1.5: Analyze the impact of body image and other factors on disordered eating .				
a.	Interpret how personal attitudes and beliefs regarding body size and shape are influenced by culture, society, and media.	SE 202		
b.	Determine the factors that establish and maintain body size and shape; e.g., heredity, puberty, a body's natural genetics, diet, environment.	SE 210-211		
c.	Explain how self-acceptance impacts eating and exercising patterns.	SE 204-208		
d.	Explain the complexity of disordered eating; e.g., body image, perfectionism, control, fear, gratification, esteem abuse.	SE 204-208		
e.	Identify warning signs and short- and long-term effects of disordered eating.	SE 206-208		
f.	Compile resources that can help develop a healthy self and/or assist with disordered eating.	SE 209		

STANDARD II: Students demonstrate health-promoting and risk-reducing behaviors to prevent substance abuse.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 2.1: Analyze the results of individual choice and consequences related to drug use and/or non-use.				
a.	Identify the types of drugs in our society; e.g., over-the-counter (OTC), prescription, herbal, legal/age-restricted, illicit.	SE 396-397, 398-401, 406-409, 410-411, 412-413, 414-415, 416-417		
b.	Analyze the role of drugs in our society; e.g., treatment for mental or physical disorders, mood altering, escape.	SE 396-397, 398-401		
c.	Identify behaviors, characteristics, and steps on the use/misuse/abuse continuum.	SE 348-351, 386-387, 402-403		
d.	Identify the short- and long-term effects of alcohol, tobacco, and marijuana use.	SE 340-343, 344-347, 374-375, 376-377, 378-379, 380-381, 404-405		
e.	Develop healthy alternatives to substance abuse.	SE 361, 418		
f.	Develop a decision-making process to set personal limits related to substance abuse.	SE 360, 419, 384-385		

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Objective 2.2: Practice Refusal Skills ® and other strategies for maintaining healthy personal limits.				
a.	Identify the people comprising a personal support system.	SE 389, 421-422		
b.	Generate ways to open a conversation with parent/guardian related to personal limits.	SE 385		
c.	Analyze the influence of an individual's support system on choices related to substance use.	SE 384, 418		
d.	Describe how peers and peer group norms can help support abstinence from substance use.	SE 384, 418		
e.	Assess the importance of positive involvement with others in making healthy choices.	SE 384, 418		
f.	Develop ways of maintaining healthy personal limits when challenged by others; e.g., avoidance, proactive thinking, Refusal Skills.®	SE 360-361, 384-385, 419		

STANDARD III: Students determine how knowledge, skills, attitudes, and behaviors contribute to healthy relationships with self and others.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: <u>96</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 3.1: Demonstrate healthy expressions regarding interpersonal relationships.				
a.	Identify qualities of ways to build healthy relationships with self and with others.	SE 262-265, 266-267, 268-271, 274-277, 278-281, 282-283		
b.	Identify criteria for establishing personal boundaries and limits.	SE 279-281, 331		
c.	Recognize the need to respect the boundaries of self and others.	SE 279, 331		
d.	Generate ways to communicate personal boundaries.	SE 279, 331		
e.	Identify positive ways to express interest in another person.	SE 279		
f.	Develop ways to manage inappropriate or unwanted comments or advances from others.	SE 279-281		
g.	Practice respectful, honest ways to accept or decline invitations.	SE 265, 279-281		

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Objective 3.2: Develop ways to manage and/or adapt to changes in relationships.				
a.	Determine how relationships can and do change; e.g., friend moving away, new friends and/or family members, breakups, siblings leaving or returning home, people aging, death.	SE 269-271		
b.	Analyze how societal norms and personal beliefs may influence choices, behavior, and relationships; e.g., age, gender, culture, ethnicity.	SE 25, 36, 384		
c.	Predict the possible impact of loss and grief on self and relationships.	SE 235, 237		
d.	Determine healthy ways people accept, manage, or adapt to changes in relationships; e.g., talking with a parent, talking with a trusted friend, therapy, journals, exercise, assertiveness. Develop healthy, positive ways to end a friendship or a relationship.	SE 269-271		
Objective 3.3: Demonstrate the ability to manage unhealthy or dangerous relationships or situations.				
a.	Summarize unhealthy behaviors; e.g., violence, coercion, selfishness, obsession, neediness, control, manipulation, apathy, aggression.	SE 277, 318-321, 322-325, 326-329, 330-331, 332		
b.	Explain the consequences of a wide disparity in age of partners; e.g., balance, growth, equity in relationships.	not covered		
c.	Identify sexual harassment behaviors.	SE 330, 332		

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d.	Develop ways to manage sexual harassment in self and others.	SE 331, 332		
e.	Identify people, resources, and services that may help with personal or relationship issues.	SE 324, 329, 331		
Objective 3.4: Summarize the physical, social, and emotional changes that occur during adolescence.				
a.	Identify physical and emotional changes that occur during adolescence.	SE 242-245, 246-247, 248-251, 252-255		
b.	Explain the anatomy and physiology of the female and male reproductive systems.	SE 218-221, 222-225		
c.	Explain how physical changes affect one emotionally and socially.	SE 248-251		
Objective 3.5: Determine how abstinence from sexual activity can enhance the development of relationships. *TK				
a.	Identify ways to show interest and express affection for one another.	SE 279		
b.	Describe the benefits of sexual abstinence.	SE 280	Risks of Sexual Activity pp. 8-11	
c.	Predict how sexual activity may compromise both personal and relationship growth.	SE 280-281		
d.	Explain why abstinence is the best method for preventing early and/or unintended pregnancy and sexually transmitted infections. (Contraceptive information is subject to Utah State law and State Board of Education policy – see below.)	SE 280		

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e.	Predict the impact of adolescent parenting; e.g., on self, child, parent, society.	SE* 280	Risks of Sexual Activity pp. 20-23	
f.	Adoption presentation. (Subject to Utah State Law – see below.)	SE* 268		

STANDARD IV: Students summarize issues related to health promotion and diseases prevention.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %		
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Objective 4.1: Analyze how communicable and non-communicable diseases differ, and the roles of heredity and behavioral choices on each.				
a.	Identify methods of prevention for communicable diseases; e.g., influenza, mononucleosis, streptococcus, hepatitis, sexually transmitted infections, heart disease, cancers, emphysema, cirrhosis.	SE 434-437, 441, 442, 448-449		
b.	Identify methods of prevention for communicable diseases; e.g., hand washing, personal hygiene, immunization, balanced diet, exercise, rest, abstinence from high-risk behaviors.	SE 434-437, 441, 442, 448-449		
c.	Identify methods for reducing the risks on non-communicable diseases; e.g., exercise, non-use of alcohol, tobacco, and other drugs (ATOD), balance diet, regular check-ups, coping skills.	SE 458, 460, 462, 464, 469, 471		
d.	Summarize ways in which many diseases are treatable and manageable; e.g., proper use of medication, appropriate check-ups, diet, humor, exercise.	SE 438-439, 441-442, 443, 446, 459, 461, 463, 465, 468		

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Objective 4.2: Analyze the impact of HIV disease .				
a.	Determine the seriousness of HIV.	SE 444, 447		
b.	Describe the general physiology of HIV disease.	SE 444-445		
c.	List the modes of transmission.	SE 445		
d.	Determine methods for preventing HIV infection.	SE 445-447		
e.	Describe how HIV/AIDS affects everyone; e.g., family, peers, friends, society, economics, services, science.	SE 447		

STANDARD V: Students assess how individual behavior affects personal and community health and safety.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard V: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 5.1: Determine and individual’s role and responsibilities in creating a safe and caring community.				
a.	Identify the core values, characteristics, and advantages of a safe and caring community.	SE 266-267, 542-545		
b.	Identify personal behaviors that contribute to, or detract from, a safe and caring community; e.g., service, respect, civility, inclusion, apathy, aggression, gang involvement, criminal behavior, prejudice.	SE 266-267, 274-277, 318-321		
c.	Contribute to making school a safe and caring community; e.g., following classroom and school rules, reporting suspicious behavior, respect.	SE 266-267, 274-277, 318-321		
Objective 5.2: Practice assertive communication, problem-solving, and conflict-management skills.				
a.	Identify emotions that may lead to harming self or others; e.g., jealousy, euphoria, grief, frustration, anger, sense of failure.	SE 95, 298-301, 302-305, 306-307, 308-310		
b.	Identify abusive behavior; e.g., verbal, emotional, physical, and sexual abuse; harassment, threats, self-injury, rape, suicidal behaviors, animal abuse.	SE 326-327		

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c.	Develop ways to reinforce healthy behavior by self or others.	SE 42-43, 244, 250, 264, 267, 290-293, 294-297, 298-301, 314-315, 342, 403, 521		
d.	Develop ways to reinforce healthy decisions made by peers.	SE 297, 334-335		
e.	Describe how to access health-related school and community resources.	SE 516-521, 522-523		
Objective 5.3: Determine the impact of suicide and the importance of prevention.				
a.	Determine the impact of suicide; e.g., finality and irreversibility, loss of opportunities, guilt.	SE 95		
b.	Identify suicide warning signs in self and others.	SE 95		
c.	Identify factors contributing to the suicide risk; e.g., depression, substance use, coping skills, events.	SE 59, 95		
d.	Determine steps that could be taken to help oneself or another prevent suicide; e.g., question, persuade, referral.	SE 59, 95		
Objective 5.4: Create safety plans to mitigate a variety of risks.				
a.	Identify potentially dangerous situations that could result in intentional or unintentional injury.	SE 480-481, 484-485, 486, 488		
b.	Identify a person(s) to rely on in risky situations.	SE 484, 485, 563		
c.	List the elements of a safety plan.	SE 481, 482-483, 487, 489		

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d.	Create a personal safety plan related to an identified risk.	SE 481, 482-483, 487, 489, 561		
Objective 5.5: Critically analyze media influences regarding violence and safety.				
a.	Determine how the various types of media influence people; e.g., emotions, beliefs, values, actions.	SE 30, 202, 214-215, 322		
b.	Predict how exposure to media impact character and choices, both positively and negatively.	SE 30, 202, 214-215, 322		
c.	Analyze the role of personal responsibility related to media influences.	SE 30, 322		
d.	Analyze current trends in media content.	SE 202, 324		
Objective 5.6: Demonstrate ability to respond effectively in an emergency situation.				
a.	Identify emergency number and information to be given.	SE 492, 563		
b.	Identify basic first aid for common medical emergencies.	SE 490-493, 494-497, 498-501		
c.	Practice emergency escape or response procedures to a variety of risks; e.g., earthquake, fire, hostage situation, injury.	SE 481, 562		
d.	List response procedures for a variety of emergency situations.	SE 481, 482-483, 487, 489		

STANDARD VI: Summarize the benefits of adopting healthy nutritional and fitness behaviors.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VI: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VI: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 6.1: Analyze the benefits of good nutrition and physical fitness .				
a.	Explain how following the food guide pyramid can help ensure proper nutrition.	SE 197, 212		
b.	Determine the benefits of eating healthy breakfasts and snacks.	SE 188, 196-199, 211		
c.	Determine the benefits of proper food handling and preparation.	SE 544, 558		
d.	Critique products or supplements purportedly designed to enhance looks, performance, or general health.	SE 207, 211		
e.	Demonstrate the ability to balance caloric intake with energy expenditure.	SE 211		
f.	Describe the benefits of physical fitness.	SE 148-149		
g.	Record participation in a variety of daily physical activities.	SE 154-157		

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Objective 6.2: Analyze the impact of the seven dietary guidelines on helping prevent diet-related illnesses .				
a.	List the seven dietary guidelines.	SE 196		
b.	Identify common factors that contribute to nutrient-related illnesses; e.g., lack of iron, calcium.	SE 131, 134, 463		
c.	Determine the influence of heredity on illnesses.	SE 460-461		
d.	Explain why following dietary guidelines may help prevent some illnesses.	SE 196-199, 210-211		
e.	Explain the impact of unhealthy daily food choices and habits.	SE 204-208		

STANDARD VII: Students evaluate basic health information needed to advocate for personal, peer, and family health.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VII: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 7.1: Evaluate the reliability of health information and services based on established criteria.				
a.	Identify a variety of information sources; e.g., Internet, infomercials, pamphlets, public health department, television, telephone book, clinics.	SE 510-511, 512-515		
b.	Determine media influences on perceptions and choices related to health.	SE 30, 202, 214-215, 322		
c.	Develop criteria for determining reliability of health information and services.	SE 508-511, 512-514, 522-523		
Objective 7.2: Create and advocacy plan to address a health-related need.				
a.	Identify health issues that affect individuals and/or families.	SE 52-55, 90-93, 94-95, 158-159, 204-207, 288-289, 322-323, 326-329, 330-331, 338-339, 370-373, 396-397, 430-433, 430-433, 434-437, 438-439, 440-441, 442-443, 444-447, 448-449, 456-459, 460-461, 462-463, 464-465, 466-469, 470-471, 480-483, 484-485, 486-487, 488-489, 508-511, 518-521, 530-531, 536-539		

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b.	Develop a variety of advocacy skills; e.g., peer education, dialogue, presentation, letter writing, telephoning, lobbying.	SE 515		
c.	Predict the effect of an advocacy plan.	SE 515		